



ROLLINS
SCHOOL OF
PUBLIC
HEALTH
EMORY

DEPARTMENT: Behavioral Sciences and Health Education/Interdisciplinary Studies/Neuroscience and Behavioral Biology

COURSE NUMBER: BSHE589/IDS385S/NBB470S **SECTION NUMBER:** 00

SEMESTER: Spring **CREDIT HOURS:** 3 BSHE 589/4 IDS 385S & NBB470S

MEETINGS: Tuesdays 2 PM – 5 PM

COURSE TITLE: Mental Health & Public Health/Madness, the Brain, and Culture in Interdisciplinary Perspective

TENTATIVE SYLLABUS REVISED AS OF 26 December 2007

INSTRUCTORS: Dr. Howard I. Kushner, Dr. S. Nassir Ghaemi

ASSISTANTS: Darren Mays, MPH

INSTRUCTOR CONTACT INFORMATION (*see course website for assistants*)

Dr. Kushner

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OFFICE HOURS: Monday 2-3 pm and by appointment

Dr. Ghaemi

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SCHOOL ADDRESS OR MAILBOX LOCATION: Wesley Woods Hospital

OFFICE HOURS: By appointment

COURSE DESCRIPTION (3-4 Sentences)

This interdisciplinary seminar will explore mental illness in psychological, neurobiological, historical and cultural perspective. Conditions to be examined include hysteria, schizophrenia, depression, post traumatic stress disorder, multiple personality disorder, eating disorders, attention deficit, and Tourette syndrome. Care will be paid to consider the impact of race, class, and gender on the construction of, explanations for, and interventions developed to treat mental illnesses. All these syndromes will also be viewed in the context of an increasing public health concern with mental health and mental illness.

EVALUATION

Seminar participation: **10%**

Weekly Postings: **50%**

Research Question and Annotated Bibliography: **10%**

Final Project (PowerPoint and Paper): **30%**

15% PowerPoint presentation – most of this will focus on content but some attention is given to method of delivery, and ability to address questions

15% paper – content, logic of position, and quality of coverage on chosen issue

ACADEMIC HONOR CODE

The RSPH requires that all material submitted by a student in fulfilling his or her academic course of study must be the original work of the student.

LEARNING OBJECTIVES OR COMPETENCIES OF THE COURSE

By the end of the semester, students should be able to:

1. Using an interdisciplinary perspective, describe the constructions of several mental illnesses, including hysteria, schizophrenia, depression, post traumatic stress disorder, multiple personality disorder, eating disorders, attention deficit, and Tourette syndrome.
2. Explain how mental illnesses are framed and how public health responds, using tools from disciplines such as psychology, neurobiology, and epidemiology.
3. List examples of the changing definitions of mental illnesses discussed in the course in a variety of cultures and times.
4. Distinguish the different neurobiological and psychiatric mechanisms of mental illnesses discussed during the course.
5. Provide examples of how race, class, gender, and sex have influenced modern constructions of, explanations for, and responses to mental illnesses.
6. Compare and contrast the response to mental health issues in different times and different cultures.

LEARNING OBJECTIVES OR COMPETENCIES FOR THE DEPARTMENT OR PROGRAM TO WHICH THE COURSE CONTRIBUTES

Under Health Education Track:

- Communicate both in written and oral format, with public health programs, community based organizations, and others involved in improving the public's health
- Advance the profession of public health
- Apply appropriate research principles and methods in health education
- Provide critical analysis of lessons to be learned from the past and present
- Conduct research using the highest ethical standards

Behavioral Sciences Track

- Communicate both in written and oral format, with public health programs, community based organizations, and others involved in improving the public's health
- Promote the adoption and integration of ethical behavioral science research methods and findings into a unified public health practice
- Provide critical analysis of lessons to be learned from the past and present
- Conduct research using the highest ethical standards

Course Goal:

This interdisciplinary seminar will explore mental illness in psychological, neurobiological, historical and cultural perspective. Conditions to be examined include hysteria, schizophrenia, depression, post traumatic stress disorder, multiple personality disorder, eating disorders, attention deficit, and Tourette syndrome. Care will be paid to consider the impact of race, class, and gender on the construction of, explanations for, and interventions developed to treat mental illnesses. All these syndromes will also be viewed in the context of an increasing public health concern with mental health and mental illness. Attention will be paid to the putative neurobiological and psychiatric mechanisms associated with these disorders.

The seminar is designed enable student collaboration across disciplines and stages of education. Students are drawn from undergraduate programs in Neuroscience and Behavioral Biology (NBB), Interdisciplinary Studies (IDS), and others along with masters and doctoral graduate students from the Graduate School of Public Health, the School of Medicine, and The Graduate School of Arts and Sciences.

Student Involvement:

In order to facilitate a high level of discussion, students are required to:

- I. Come to all class meetings on time. If you are unable to attend class, or will be late, please inform the instructor or teaching assistant in advance. Unexcused absences and lateness will influence your final grade.
- II. Read the assignments prior to the seminar meeting.
- III. Participate in classroom discussions

Assignments

Weekly Postings:

Each week (except when noted) you will be required to post a 1-3 paragraph exposition of the week's readings. Initially you will be asked to identify the thesis or main claim of each reading; later you will be asked to respond to a specific question about the week's assignment. Your postings should reflect underlying themes or issues arising from the specific readings for the week in the context of issues that emerge across the semester as they are reflected in a given week's readings. Your postings must be placed on the Blackboard Discussion Board by 5:00 p.m. on the Monday prior to the class meeting.

Group Projects:

Students will work in collaborative teams of three (two undergraduates and one graduate or professional school student when possible) on a research problem on an aspect of mental health

that has been developed through consultation with the instructors. Projects and papers may examine a variety of topics. For example, teams may decide to examine a disorder or syndrome not specifically covered in class (such as obsessive-compulsive disorder, chronic fatigue syndrome, or autism), or teams may choose to conduct an interdisciplinary exploration of a specific disorder and how it has been portrayed over time in the media, film and/or literature. All projects, however, must be placed in the context of the wider issues and topics cover in the readings, discussions, and lectures. Thus, a final project that could have been written by students who did not enroll in this course, read its assignments, or participate in its discussions is unacceptable.

Project Research Questions:

Student teams must post a research question (in the form of a hypothesis to be tested) and an annotated bibliography of (at least) ten sources. The research question and annotated bibliographies must be posted on the Blackboard discussion board no later than 5 pm Monday 18 February. After review and approval by the instructor, teams will revise their research question, develop outlines, and expand their annotated bibliographies for posting on Blackboard no later than 5 pm on Monday 3 March.

Presentations and Final Written Papers:

Based on these revisions and further suggestions by the instructors, teams will prepare and present a PowerPoint of their project to the class during the last two class sessions. Final written papers should be posted to Blackboard no later than Monday 5 pm April 28.

Grading:

1. Seminar participation, 10%
2. Weekly postings, 50%
3. Research Question and Annotated Bibliography, 10%
4. PowerPoint Presentation 15%
5. Final paper 15%

REQUIRED TEXTS

The following are required texts for the course (available at the Emory bookstore or other venues):

Freud, S. *Dora: An Analysis of a Case of Hysteria*, (1905) New York: Macmillan, 1974.

Styron, W. *Darkness Visible: A Memoir of Madness*. New York: Oxford University Press, 1990.

Valenstein, E. *Blaming the Brain; The Truth about Drugs and Mental Health*, New York: Free Press 1998.

Topics:

22 January: Introduction (no posting required)

Discussion of mental illness, social construction, and history:

Ghaemi, S.N., "On the Nature of Mental Illness: Disease or Myth," from *The Concepts of Psychiatry* Chapter 10, pp.135-147.

Kushner, H.I., "Beyond Social Construction: Toward New Histories of Psychiatry," *Journal of the History of Neuroscience*, 7 (1998):141-149.

Young, A.H. "The DSM III Revolution," in *The Harmony of Illusions: Inventing Post-Traumatic Stress Disorder*, Princeton, Princeton University Press, 1995, pp. 89-117.

29 January: Conflicting Paradigms

Required Reading:

Freud, S. "Mourning and Melancholia," (1917).

Foucault, M. "Mental Illness and Psychology," *Mental illness and psychology* translated by Alan Sheridan, New York: Harper & Row, 1976, 54-75.

Valenstein, E. "Theories of Drug Actions and the Biochemical Causes of Mental Disorder," Chapter 3 of *Blaming the Brain; The Truth about Drugs and Mental Health*, New York: Free Press 1998.

Recommended Reading:

Ghaemi, S.N. "Preface," to *The Concepts of Psychiatry* Johns Hopkins Univ. Press 2003, pp. xvii-xxiv,.

Kushner, H.I. "Introduction" in *Kushner, American Suicide: A Psychocultural Exploration*. New Brunswick and London: Rutgers University Press, 1991, pp. 2-10.

5 February: Hysteria

Required Reading:

Freud, S. *Dora: An Analysis of a Case of Hysteria*, (1905) New York: Macmillan, 1974 (pp. 8-102)

Israëls, H and Schatzman, M.. "The Seduction Theory." *History of Psychiatry* 4 (1993): 23-59.

Recommended Reading:

Goodwin & Guze, Hysteria (Somatization Disorder). In Psychiatric Diagnosis, Fourth Edition, Oxford University Press, New York., pp. 103-124

Shorter, E. "Paralysis: The Rise and Fall of a 'Hysterical' Symptom," Journal of Social History, 19 (Summer, 1986), 549-582.

12 February: Schizophrenia

Restak, R. "Madness" PBS video companion for Restak, The Brain, New York Bantam Book, 1984, pp. 271-305. (To be viewed in class).

Required Reading:

Lewis, D.A. and Lieberman, J.A. "Catching Up on Schizophrenia: Natural History and Neurobiology," Neuron November 2000; 28 (2), 325-334.

Ledgerwood, L.L., Ewald, P.W., & Cochran, G. "Genes, Germs, & Schizophrenia," Perspectives in Biology and Medicine, 2003; 46 (3) 317-348.

Sass, L.A. "Schizophrenia and Modern Culture," Madness and Modernism: Insanity in the Light of Modern Art, Literature, and Thought, New York, Basic Books, 1992, pp. 355-373.

Recommended Reading:

Laing, R.D. The Politics of Experience. Chapter 5, The Schizophrenic Experience. NY: Ballantine Books, 1967

18 February: Post Preliminary Research Questions and Annotated Bibliography

19 February: Neurobiology & Psychopharmacology of Mental Illness

Valenstein, E. Blaming the Brain; The Truth about Drugs and Mental Health, New York: Free Press 1998. Chapters 1, 2, 4, 5.

26 February: Depression & Culture

Required Reading:

Horwitz, A.V. & Wakefield, J.C. "The Concept of Depression," The Loss of Sadness: How Psychiatry Transformed Normal Sorrow into Depressive Disorder, New York: Oxford UP, 2007). , pp. 3-26

Greenberg, G. "Manufacturing Depression: A Journey into the Economy of Melancholy," Harpers Magazine, May 2007, 35-46.

Ghaemi, S.N. "The Slings and Arrows of Outrageous Fortune: Depression," From The Concepts of Psychiatry Johns Hopkins Univ. Press 2003, Chapter 15, pp. 209-218.

Recommended Reading:

Ghaemi, S.N. "Feeling & Time: The Phenomenology of Mood Disorders, Depressive Realism, & Existential Psychotherapy" Schizophrenia Bulletin, 2006 33:122-130

3 March: Post REVISED Research Questions and Annotated Bibliography

4 March: Depression and the Brain

Required Reading:

Healy, D. "From Oedipus to Osheroff," chapter 7 of The Anti-Depressant Era, Cambridge, Harvard University Press, 1997, pp. 217-265.

Kramer, P. The valorization of sadness. Alienation and the melancholic temperament. Hastings Cent Rep. 2000 Mar-Apr;30(2):13-8.

Recommended Reading:

Fava, M. and Kendler, K.S. "Major Depressive Disorder," Neuron November 2000; 28 (2), 335-341.

11 March Spring Break

18 March: Suicide

Required Reading:

Styron, W. Darkness Visible: A Memoir of Madness. New York: Oxford University Press, 1990.

Kushner, H.I. & Sterk, C.E. "The Limits of Social Capital: Durkheim, Suicide, and Social Cohesion." American Journal of Public Health. 95 (July, 2005), 1139-1143.

Recommended Reading:

Rosenberg, R. Brainsick: A Physician's Journey to the Brink, Cerebrum, 4: Fall 2002,

Kushner, H.I. "Meriwether Lewis and Abraham Lincoln," in On Suicide edited by John Miller with an introduction by Robert Coles, San Francisco: Chronicle Books, 1992, 117-152.

Kushner, H.I. "Specialization and its Casualties, 1917-1998," in Kushner, American Suicide: A Psychocultural Exploration. New Brunswick and London: Rutgers University Press, 1991, pp. 62-90.

Kushner, H.I. "Suicide, Gender and the Fear of Modernity in Nineteenth-Century Medical and Social Thought," *Journal of Social History*, 26 (Spring 1993): 461-490.

25 March: Mania

Required Reading:

Jamison, K.R. *Exuberance: The passion for life*, New York: Vintage, 2005, Chapter 5: "The champagne of moods", pp 91-132

Ghaemi, S.N. *The Concepts of Psychiatry*, Chapter 16, "Life's rollercoaster: mania" 219-224, Baltimore: Johns Hopkins University Press 2007

Harris et al, J.H. A proposal to classify happiness as a psychiatric disorder. *Br J Psychiatry*. 1993 Apr;162:539-42.

Recommended Reading:

Goodwin, F.K, and Jamison, K.R. *Manic depressive illness, 2nd edition* Chapter 2, "Manic states", pp 32-64, New York: Oxford University Press, 2007

1 April 2008 : PTSD

Required Reading

Young, A.H.. "The Architecture of Traumatic Time," in *The Harmony of Illusions: Inventing Post-Traumatic Stress Disorder*, Princeton, Princeton University Press, 1995, pp. 118-142.

Brown, E.M. "Between Cowardice and Insanity: Shell-Shock and the Legitimation of Neuroses in Britain in World War I." in Mendelsohn, E., Smith M. R., Weingart, P. 9eds), *Science, Technology, and the Military*. Dordrecht: Kluwer Academic Publishers, 323-345.

Recommended Reading:

van der Kolk, B. Posttraumatic Stress Disorder and Memory. *Psychiatric Times* March 1997 Vol. XIV Issue 3

Leys, R., *The Science of the Literal: The Neurobiology of Trauma in Trauma: A Genealogy*. Chicago University of Chicago Press, 2000. Chapter 6.

van der Kolk, B. The psychobiology of posttraumatic stress disorder. *J Clin Psychiatry*. 1997;58 Suppl 9:16-24.

van der Kolk, B. The history of trauma in psychiatry. *Psychiatr Clin North Am*. 1994

Sep;17(3):583-600.

8 April : Multiple Personality (Dissociative) & Borderline Personality Disorder

Restak, R., "States of Mind" PBS video companion for Restak, The Brain, New York Bantam Books, 1984, pp.307-361. (To be viewed in class)

Required Reading:

Kenny, M., "Introduction & Mary Reynolds" The Passion of Ansel Bourne: Multiple Personality in American Culture, Washington, D. C., Smithsonian Institution Press, 1986, pp. 1-61 (2 READINGS)

Hacking, I., "Multiple Personality Disorder and its Hosts," History of Human Sciences, 5:2 (1992), 3-31.

Groopman, J. "The Doubting Disease," New Yorker, 10 April 2000, pp. 52-57.

15 April: Tourette Syndrome, ADHD, and OCD:

Video, "Tourette Syndrome: Guide to Diagnosis," Tourette Syndrome Association, 1989.

Required Reading:

Leckman, J.F., and Riddle, M.A. "Tourette's Syndrome: When Habit-Forming Systems Form Habits of Their Own" Neuron November 2000; 28 (2),349-354.

Swedo, S. E. (1994). Sydenham's Chorea: A Model for Childhood Autoimmune Neuropsychiatric Disorders. JAMA, 272: 1788-1791.

Degrandpre, R.J. and Hinshaw, S.P. "ADHD: Serious Psychiatric Problem or All-American Cop-out" Cerebrum, 2 (Summer 2000), 12-38.

Recommended Reading:

Kushner, H.I. "Freud and the Diagnosis of Gilles de la Tourette's Illness," History of Psychiatry, 9 (March, 1998), 1-25.

Kushner, H.I. "The Triumph of the Organic Narrative," in Kushner, "A Cursing Brain? The Histories of Tourette Syndrome. Cambridge, MA: Harvard University Press, 1998, pp. 165-193 & 273-282.

22 April: Team presentations: Post Powerpoints on BB by 5 pm Monday 21 April

29 April: Final Papers due: Post final papers by 5 pm